

Planning Portfolio

Subject: Physical Education

Module Topic: Gymnastics

Module overview:

Lesson number	Content of lesson <small>(Brief detail of the content of the lesson)</small>	Type of assessment used (see KPI map for assessment opportunities)
1	<p>Mode of travel / Rotation - student will look at the different ways that you can move and travel in gymnastics looking at the different complexities of this dependant on students' ability levels. This can then be varied with different levels and speeds when linking these together with other movements.</p> <p>(MoT could include - leaping, jumping, spinning / Rotations could include - forward and backward rolls, cartwheels, head and handstands, back bend/bridge, round offs, teddy bear rolls, shoulder, and log rolls)</p>	<p>Baseline teacher assessment using core tasks. KPI = 1, 3, 5, and 9</p>
2	<p>Balancing / Partner balances - Students to look at solo balances looking at using different body parts (points and patches) and different levels looking at using control when balancing, then starting to look at simple partner balances, and how they need to work together to create these balances showing tension and extension to be able to hold the balance for the correct length of time (3-5 seconds)</p>	<p>KPI = 1, 3, 5, and 9</p>
3	<p>Partner balances / Group balances - developing partner balance looking at counterbalance and counter tension balances and the difference between them with some groups moving onto group balances (3 or 4 people in a group) looking at how they can modify balances to allow them to create a group balance that is aesthetically pleasing and using different levels. Finally looking at linking all balances to travels and rotations looking at basic routines.</p>	<p>Peer assessment - RAG rate success criteria for difficulty of balances KPI = 1, 3, 5, and 9</p>

4	<p>Introduction of equipment - introduce rhythmic gymnastics looking at using the ball, hoop and ribbon - students will have a go at using different forms of equipment to build a routine around looking at specific skills and movements for each piece of equipment. Students will get time to try out all 3 pieces of equipment before choosing one within their routine.</p>	<p>Self-assessment - coaching cards provided for students to use on each skill. KPI = 1, 3, 5, and 9</p>
5	<p>Building a routine to music - student work in pairs or 4s to apply all their knowledge and skills from the previous weeks to design and create a routine. Each pair/group will be able to use the checklist provided by teacher of the requirements for the routine and try and build a creative routine to music.</p>	<p>Self-assessment - criteria checklist provided for students to use. KPI = 1, 3, 5, and 9</p>
6	<p>Assessment - Routine lesson and final performance. Students will have time to continue to practice and add to their routine ready for the final performance. Students need to think about levels, timings, cannon, unison, tension, extension, fluency, control, aesthetically pleasing. Teacher to finalise KPI / Steps to success assessment and share with students.</p>	<p>Teacher final assessment using KPI's. KPI = 1, 3, 5, and 9</p>

Resources (Where located?):

- SharePoint - <https://sheffieldparkacademy.sharepoint.com/sites/BAPeandDance> - 23/24 - KS3 SOW's

Lesson number 1: Modes of travel / rotations

Learning Outcomes:

- Students will **understand** the different ways to travel in gymnastics and develop knowledge around the different rotations.
- Students will successfully **demonstrate** different MoT and some rotations with accuracy and control and fluency.
- Students will successfully **apply** different MoT and rotations into a mini routine linking movements together fluently.

Assessment = KPI 1, 3, 5, and 9

Key words (Components of fitness) = Coordination, Balance, Power, Muscular Endurance, Muscular Strengths, Reaction time.

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up - teacher led	<ul style="list-style-type: none"> • Students will be moving around the sports hall on tip toes. • On the whistle pupils must listen for the letter and try and make that shape with their bodies. • Teacher to change the mode of travel each time. 	<p>Differentiation:</p> <ul style="list-style-type: none"> • MA pupils asked to lead stretches and immobilisers. <p>Assessment -</p> <ul style="list-style-type: none"> • Teacher baseline assessment / KPI 9
	Activity 1 Travel Circuit	<ul style="list-style-type: none"> • Pupils to mind map as many different MOT they can think of and then start to practice all of these on their maps (whiteboards) • Think about control, extension, and tension. • On the whistle move around to a different mat and try the different travels on the other groups whiteboards • Do this a couple of times to allow students to build a greater bank of travels from other groups. 	<p>Differentiation:</p> <ul style="list-style-type: none"> • Teacher to assist LA pupils to perform certain movements. • LA students able to steal ideas from other groups. • Groups differentiated by ability - mixed ability (2 high and 2 low) • Differentiated worksheets linked to levels. <p>Assessment - KPI 1, 3 and 5</p>

	<p>Activity 2 - Rotations</p>	<ul style="list-style-type: none"> Pupils to work around circuit, learning key points and practicing each rotation. <p>Station 1 Forward roll Station 2 Backward roll Station 3 Cartwheel Station 4 Headstand Station 5 Back bends (Bridge) Station 6 Round offs Station 7 Teddy bear rolls Station 8 Shoulder roll Station 9 Log roll</p> <ul style="list-style-type: none"> Each mat has different rotations on with a worksheet to help the pupils. 	<p><u>Differentiation</u></p> <ul style="list-style-type: none"> LA pupils to use the worksheet to help them. LA pupils may need teacher support for some stations. <p><u>Assessment -</u> KPI 1, 3 and 5</p>
	<p>Activity 3 - Routine</p>	<p>Pupils are to come up with a mini routine linking rotation with jumps and travels you must try and include:</p> <ol style="list-style-type: none"> 5 rotations 3 jumps 5 travels <p>Pupils to think about the dynamics within the sequence (the space they have, different levels, speed)</p>	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> MA can start to think about changing formation / levels and travelling and using canon / unison. <p><u>Assessment -</u> KPI 1, 3 and 5</p>
	<p>Plenary</p>	<p><u>Question and understanding:</u></p> <ul style="list-style-type: none"> Self-assessment - assess performance against LO's. Q and A based on key terminology - targeted Qs based on ability Teacher to complete baseline assessment using KPI's being assessed - tracker to be completed 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> Teacher targeted Q's - Pose, Pause, Pounce and Bounce Exit ticket - question ALL students before they leave the changing rooms. <p><u>Assessment -</u> KPI 1, 3 and 5</p>

Lesson number 2: Balancing / Partner balances

Learning Outcomes:

- Students will **understand** the difference between solo and partner balances and be able to explain what points and patches balances are.
- Students will successfully **demonstrate** different point and patch balances moving onto partner balances at a low level.
- Students will successfully **apply** a variety of solo and partner balances at a low level with control, fluency, and accuracy within a mini routine.

Assessment = KPI 1, 3, 5, and 9

Key words (Components of fitness) = Coordination, Balance, Power, Muscular Endurance, Muscular Strengths, Reaction time.

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<ul style="list-style-type: none"> • Literacy warm up - get pupils travelling round the room. Teacher to hold card up with different balances e.g., 2-point balance. • Student led stretches and mobility exercises. 	<p>Differentiation:</p> <ul style="list-style-type: none"> • MA pupils to lead stretches and mobility exercises. <p>Assessment - KPI 9</p>
	Activity 1	<ul style="list-style-type: none"> • Points and patch balance definition explained. • In same pairings, pupils to take worksheet and pick 3 points and patch balances to practice - teacher to identify easy, medium and hard balances before pupils sent off • Q and A - (Mini plenary) on key terms / balance definitions 	<p>Differentiation:</p> <ul style="list-style-type: none"> • Pairs of equal ability / equal height and weight • MA pupils to attempt more complex points and patch balances / to try and hold balances for the ideal 5 second. • MA can also think about how these balances might be linked using travelling movements. • LA to attempt simple points and patch balances / to try and hold balances for a minimum of 3 seconds. • Teacher to walk round and assist pupils. <p>Assessment - KPI 1, 3 and 5</p>

	<p>Activity 2 - Balance Challenge</p>	<ul style="list-style-type: none"> Pupils to make up a routine that links together smoothly and includes (Maximum of 3 of each balance): <ol style="list-style-type: none"> Solo balances Points and patch balances Mot Rotations A clear start and end position 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> MA can start to think about changing formation / levels and travelling into balances in canon / unison. MA must try and hold balances for 3-5 seconds. LA to try and hold balances for a minimum of 3 seconds. LA can attempt easier balances / MA can try to create balances that are not on the worksheets. <p><u>Assessment -</u> KPI 1, 3 and 5</p>
	<p>Performance</p>	<ul style="list-style-type: none"> Performances shown at the end and pupils to peer assess each other performances. Half the class perform whilst the other half peer assess - Pupils who are assessing are looking for whether pupils are balancing with control and whether their routines show fluency. Reference back to LO's and levels - pupils to firstly self-assess where they think they have achieved this lesson / Peers then to agree or disagree and justify why. 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> MA - Can describe what is good about the performance / what needs improving using key terminology and providing justification. <p><u>Assessment -</u> KPI 1, 3 and 5</p>
	<p>Plenary</p>	<p><u>Question and understanding:</u></p> <ul style="list-style-type: none"> Self-assessment - assess performance against LO's. Q and A based on key terminology - targeted Qs based on ability Teacher to complete assessment using KPI's being assessed - tracker to be completed 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> Teacher targeted Q's - Pose, Pause, Pounce and Bounce Exit ticket - question ALL students before they leave the changing rooms. <p><u>Assessment -</u> KPI 1, 3 and 5</p>

Lesson number 3: Partner balance / group balance

Learning Outcomes:

- Students will **understand** what counterbalance and counter tension are while understanding the safety requirements around all paired and group balances.
- Students will successfully **demonstrate** different partner and group balances safely and fluently with control.
- Students will successfully **apply** different partner and group balances into their mini routine linking these with MoT and rotations.

Assessment = KPI 1, 3, 5, and 9

Key words (Components of fitness) = Coordination, Balance, Power, Muscular Endurance, Muscular Strengths, Reaction time.

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<ul style="list-style-type: none"> • Students moving around the room. • When whistle is blown teacher calls out a number • Students must get into a group with that number and perform a balance using all people in the group. • Teacher changes the number every time. • Students to lead stretches and mobility exercises 	<p>Differentiation:</p> <ul style="list-style-type: none"> • MA students to lead the stretches and mobility exercises <p>Assessment - KPI 9</p>
	Activity 1	<ul style="list-style-type: none"> • Counterbalance definition explained. • Wrist lock explained and key TPs to successful balancing - Q and A pupils on how long to hold balances for / what key words from gymnastics are associated with balance e.g., control. • In same pairings, pupils to take worksheet and pick 3 counterbalances to practice - teacher to identify easy, medium and hard balances before pupils sent off. <p>Introduce new terminology for lesson - levels and canon</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> • Pairs of equal ability / equal height and weight • MA pupils to attempt more complex counterbalances / to try and hold balances for the ideal 5 second. • MA can also think about how these balances might be linked using travelling movements. • LA to attempt simple counterbalances / to try and hold balances for a minimum of 3 seconds. • Teacher to walk round and assist pupils. <p>Assessment - KPI 1 and 5</p>
	Activity 2	<ul style="list-style-type: none"> • Create a routine with a partner using one piece of equipment looked at in today's lesson. 	<p>Differentiation:</p>

		<p><u>Routine must include =</u></p> <ul style="list-style-type: none"> • START position. • 2 x basic rotations • 2 x partner balance • 2 x jumps • 4 x travelling movements. • END POSITION 	<ul style="list-style-type: none"> • MA - Attempt more complex partner balances, rotations and jumps + include 4 different travelling movements. • MA to practice changing dynamics during routine. • LA - Attempt simple partner balances, rotations and jumps + can use 2 travelling movements and repeat them twice to make the 4. • Balancing sheets / rotation progression cards also available for assistance for LA • LA to Practice a simple change in formation during routine. <p><u>Assessment -</u> KPI 1 and 5</p>
	<p>Performance</p>	<ul style="list-style-type: none"> - Performances shown at the end and pupils to peer assess each other performances using worksheet provided (Does the performance contain 2 rotations, 1 partner balance, 2 jumps, 4 travelling movements and at least 3 ball movements) • Half the class perform whilst the other half peer assess - Pupils who are assessing are looking for whether the performance they are watching contain all of the above • Reference back to LO's and levels - pupils to assign their peers' performance with a level using a post it note / Pupil being assessed to sign off if they agree. 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • MA - Can expand on peer assessment sheet (Which rotations have been used in your peers' performance? Etc.) and justify why they have given the level they have. • LA - Peer assessment sheet provided incorporates prompts. <p><u>Assessment -</u> KPI 1, 3 and 5</p>
	<p>Plenary</p>	<p><u>Question and understanding:</u></p> <ul style="list-style-type: none"> • Self-assessment - assess performance against LO's. • Q and A based on key terminology - targeted Qs based on ability - Teacher to complete assessment using KPI's being assessed - tracker to be completed 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • Teacher targeted Q's - Pose, Pause, Pounce and Bounce • Exit ticket - question ALL students before they leave the changing rooms. <p><u>Assessment -</u></p>

			KPI 1, 3 and 5
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Lesson number 4: Introduction of rhythmic equipment

Learning Outcomes:

- Students will **understand** the three types of equipment that can be used in rhythmic gymnastics (ball, ribbon and hoop)
- Students will successfully **demonstrate** all movements for each piece of equipment with control and fluency
- Students will successfully **apply** one piece of equipment into a routine showcasing a variety of movements linking them with MoT, rotations and tension and extension

Assessment = KPI 1, 3, 5, and 9

Key words (Components of fitness) = Coordination, Balance, Power, Muscular Endurance, Muscular Strengths, Reaction time.

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<ul style="list-style-type: none"> • Travelling round the room when the whistle is blown pupils must find a mat and perform MoT, rotation, balance that is shouted out to recap all learning over last 3 weeks. • Pupil led stretches. • Recap key terminology (TECT / Aesthetically pleasing / Fluent) from previous lessons. 	<p>Differentiation =</p> <ul style="list-style-type: none"> • MA students to lead the stretches and mobility exercises <p>Assessment - KPI 9</p>
	Activity 1	<p>Student to work their way through the equipment trying out the different movements from the worksheets provided to see which piece of equipment they prefer.</p> <p>Ribbon movements</p> <ul style="list-style-type: none"> • Swing • Spiral • Swing and snake • Figure of 8 <p>Ball movements</p> <ul style="list-style-type: none"> • Catches • Swing and throw • Rolling the ball (floor) 	<p>Differentiation:</p> <ul style="list-style-type: none"> • MA - Can add in a throw of the ribbon during certain movements and try to catch it with control and fluency. <p>Assessment - KPI 1, 3 and 5</p>

		<ul style="list-style-type: none"> • Bouncing the ball • Swinging the ball • Rolling the ball (body) <p>Hoop movements</p> <ul style="list-style-type: none"> • Spinning (use different body parts) • Swinging • Rolling • Throwing and catching • Skipping <ul style="list-style-type: none"> • Recap key terminology (TECT / Aesthetically pleasing / Fluent) from previous lessons. • Introduce new terminology for lesson - dynamics and formation 	
	<p>Activity 2</p>	<ul style="list-style-type: none"> • Create a routine with a partner using one piece of equipment looked at in today's lesson. <p><u>Routine must include =</u></p> <ul style="list-style-type: none"> • START position. • 2 x basic rotations • 2x partner balance • 2 x jumps • 4 x travelling movements. • At least 3 ball/ribbon/hoop movements • END POSITION 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • MA - Attempt more complex partner balances, rotations and jumps + include 4 different travelling movements. • MA to practice changing dynamics during routine. • LA - Attempt simple partner balances, rotations and jumps + can use 2 travelling movements and repeat them twice to make the 4. • Balancing sheets / rotation progression cards also available for assistance for LA • LA to Practice a simple change in formation during routine. <p><u>Assessment -</u> KPI 1, 3 and 5</p>

	<p>Performance</p>	<ul style="list-style-type: none"> - Performances shown at the end and pupils to peer assess each other performances. • Half the class perform whilst the other half peer assess - Pupils who are assessing are looking for whether they have included a change in dynamics / formation. • Reference back to LO's and levels - pupils to firstly self-assess where they think they have achieved this lesson / Peers then to agree or disagree with their decision and explain why using key terminology. 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • MA - Can describe what a change in formation / dynamics is and explain when in the performance they have seen it / Performance to focus on dynamics • LA - Peer assessment sheet provided incorporates prompts and definitions / Focus on change in formation. <p><u>Assessment -</u> KPI 1, 3 and 5</p>
	<p>Plenary</p>	<p><u>Question and understanding:</u></p> <ul style="list-style-type: none"> • Self-assessment - assess performance against LO's. • Q and A based on key terminology - targeted Qs based on ability - Teacher to complete assessment using KPI's being assessed - tracker to be completed 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • Teacher targeted Q's - Pose, Pause, Pounce and Bounce • Exit ticket - question ALL students before they leave the changing rooms. <p><u>Assessment -</u> KPI 1, 3 and 5</p>

Lesson number 5: Building a routine to music

Learning Outcomes:

- Students will **understand** what dynamics are and why they are important when creating a routine.
- Students will successfully **demonstrate** different dynamics within their routine meeting the criteria provided.
- Students will successfully **apply** each aspect of the criteria within their routine showing variation in the levels, speed, and difficulty in movements.

Assessment = KPI 1, 3, 5, and 9

Key words (Components of fitness) = Coordination, Balance, Power, Muscular Endurance, Muscular Strengths, Reaction time.

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<ul style="list-style-type: none"> • Travelling round the room when the whistle is blown pupils must find a mat and perform MoT, rotation, balance that is shouted out to recap all learning over last 4 weeks. • Pupil led stretches. • Recap key terminology (TECT / Aesthetically pleasing / Fluent) from previous lessons. • Introduce new terminology for lesson - levels and canon 	<p>Differentiation =</p> <ul style="list-style-type: none"> • MA students to lead the stretches and mobility exercises <p>Assessment - KPI 9</p>
	Activity 1	<p><u>Routine must include as a minimum =</u></p> <ol style="list-style-type: none"> 1) START POSITION 2) 2 x basic rotations 3) 2 x partner balance 4) 2 x solo balance 5) 2 x jumps 6) 4 x travelling movements 7) END POSITION <p>More content can be included but the above is the minimum that is required</p>	<p><u>Differentiation =</u></p> <ul style="list-style-type: none"> • MA - Attempt more complex partner balances, rotations and jumps + include 4 different travelling movements / Practice adding canon into routine. • LA - Attempt simple partner balances, rotations and jumps + can use 2 travelling movements and repeat them twice to make the 4. Balancing sheets / rotation progression cards also

		All groups must think about the dynamics of the routine (speed of movements, levels - high medium and low, tension and extension, fluency, facial expressions, canon and unison and timings.	available for assistance / Practice a simple change in levels during routine Assessment - KPI 1, 3 and 5
	Performance	<ul style="list-style-type: none"> - Performances shown at the end and pupils to peer assess each other performances. • Half the class perform whilst the other half peer assess - Pupils who are assessing are looking for whether they have included a change in levels / demonstrated canon. 	Differentiation = <ul style="list-style-type: none"> • MA - Can describe what a change in formation / dynamics is and explain when in the performance they have seen it / Performance to focus on dynamics • LA - Peer assessment sheet provided incorporates prompts and definitions / Focus on change in formation. Assessment - KPI 1, 3 and 5
	Plenary	Question and understanding: <ul style="list-style-type: none"> • Self-assessment - assess performance against LO's. • Q and A based on key terminology - targeted Qs based on ability - Teacher to complete baseline assessment using KPI's being assessed - tracker to be completed 	Differentiation: <ul style="list-style-type: none"> • Teacher targeted Q's - Pose, Pause, Pounce and Bounce • Exit ticket - question ALL students before they leave the changing rooms. Assessment - KPI 1, 3 and 5

Lesson number 6: Assessment lesson / Final performance

Learning Outcomes:

- Students will **understand** what dynamics are and why they are important when creating a routine.
- Students will successfully **demonstrate** different dynamics within their routine meeting the criteria provided.
- Students will successfully **apply** each aspect of the criteria within their routine showing variation in the levels, speed, and difficulty in movements.

Assessment = KPI 1, 3, 5, and 9

Key words (Components of fitness) = Coordination, Balance, Power, Muscular Endurance, Muscular Strengths, Reaction time.

Time:	Topic:	Activity	Assessment (please take into account methods of assessment, differentiation, students tasks)
	Warm up	<ul style="list-style-type: none"> • Aerobic warm up - Pupil led (Differentiated warm up cards to be given) • Pupil led stretches in small groups. 	<p>Differentiation =</p> <ul style="list-style-type: none"> • MA - To lead warm up and stretches / Use more complex aerobic movements or own aerobic movements. • LA - Differentiated warm up sheets - red / yellow and green movements. <p>Assessment - KPI 9</p>
	Activity 1	<p><u>Routine must include as a minimum =</u></p> <ol style="list-style-type: none"> 8) START POSITION 9) 2 x basic rotations 10) 2 x partner balance 11) 2 x solo balance 12) 2 x jumps 13) 4 x travelling movements 14) END POSITION <p>More content can be included but the above is the minimum that is required All groups must think about the dynamics of the routine (speed of movements, levels - high medium and</p>	<p>Differentiation =</p> <ul style="list-style-type: none"> • MA - Attempt more complex partner balances, rotations and jumps + include 4 different travelling movements / Practice adding canon into routine. • LA - Attempt simple partner balances, rotations and jumps + can use 2 travelling movements and repeat them twice to make the 4. Balancing sheets / rotation progression cards also available for assistance / Practice a simple change in levels during routine <p>Assessment -</p>

		low, tension and extension, fluency, facial expressions, canon and unison and timings.	KPI 1, 3 and 5
	Performance	<ul style="list-style-type: none"> - Performances shown at the end and pupils to peer assess each other performances. • Half the class perform whilst the other half peer assess - Pupils who are assessing are looking for whether they have included a change in levels / demonstrated canon. 	<p><u>Differentiation =</u></p> <ul style="list-style-type: none"> • MA - Can describe what a change in formation / dynamics is and explain when in the performance they have seen it / Performance to focus on dynamics • LA - Peer assessment sheet provided incorporates prompts and definitions / Focus on change in formation. <p><u>Assessment -</u> KPI 1, 3 and 5</p>
	Plenary	<p><u>Question and understanding:</u></p> <ul style="list-style-type: none"> • Self-assessment - assess performance against LO's. • Q and A based on key terminology - targeted Qs based on ability - Teacher to complete final assessment using KPI's being assessed - tracker to be completed 	<p><u>Differentiation:</u></p> <ul style="list-style-type: none"> • Teacher targeted Q's - Pose, Pause, Pounce and Bounce • Exit ticket - question ALL students before they leave the changing rooms. <p><u>Assessment -</u> KPI 1, 3 and 5</p>